DOCUMENT RESUME

ED 239 978 SO 015 259

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TITLE Aloha, Welcome to the Hawaiian Islands.
INSTITUTION Area Education Agency 7, Cedar Falls, IA.
PUB DATE [80]
NOTE 87p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Cultural Context; Economics; *Ethnic Groups; Geography; Instructional Materials; Intermediate Grades; Language; Learning Activities; *Life Style; Resources; *Social History; Social Studies; Sociocultural Patterns; *State History; Teacher Developed Materials; Units of Study
IDENTIFIERS *Hawaii; PF Project

ABSTRACT

A 4-week unit introduces intermediate grade students to Hawaii. Nine lessons of varying lengths cover the map of Hawaii and its climate, history, islands, economy and resources, sugar cane, pineapple, life and customs, and language. Each lesson contains 1 or more question-and-answer worksheets and, in many cases, a reading and a list of enrichment activities. Examples of these activities are research reports, model constructions, and craft constructions. Answer keys and a bibliography are provided for the teacher, and there is also a student bibliography. The document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

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ALOHA,

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WELCOME TO THE

HAWAIIAN ISLANDS

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SO 015 259

AREA EDUCATION AGENCY 7

Cedar Falls, Iowa

Document title: Aloha--Welcome to the Hawaiian Islands

Author(s): Sue Happel

Developed with funds provided by a federal Teacher Center grant contract under the provisions of the Higher Education Act of 1965.

AEA 7 Teacher Center
Waterloo, Iowa
Sept. 15, 1978 to Aug. 15, 1983

Teacher Center Policy Board Chair - Doris Mauer
Teacher Center Director - Diane Gibson, Ed. D.

Ronald Dickinson, Ed. D.- Chief Administrator, AEA 7

PREFACE

This study of Hawaii is written for intermediate students, grades four through six. The nine lessons should cover three to four weeks. Many of the lessons will take more than one class period if used in their entirety. I have tried to include enough material in each so that teachers may use as much or as little as they need according to the age and ability of their students. In most cases, the pages may be duplicated as student worksheets or used as teacher background for lecture and class discussion.

During the teaching of this unit, I find it valuable to set up a table, preferably near my bulletin board, with the items from the kit and as many books on Hawaii as possible on it. I also try to allow students enough room to play the review game or work on research projects here.

I hope you will all find my unit a valuable teaching tool.

Aloha and good luck,

Sue Zappel

Aloha and Welcome to the Islands

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LESSON 1: MAP WORK

Materials needed: Atlases or other maps and rulers

1. Label the 8 main islands.
2. Label the following cities:
   a. Honolulu (Oahu)
   b. Kaneohe (Oahu)
   c. Kailua (Oahu)
   d. Wailuku (Maui)
   e. Kahului (Maui)
   f. Hilo (Hawaii)
3. Label the following bodies of water:
   a. Pacific Ocean
   b. Alenuihaha Channel
   c. Kaiwi Channel
   d. Kauai Channel
   e. Kaulakahi Channel
   f. Mamola Bay
4. Label the following volcanoes:
   a. Mauna Loa (Hawaii)
   b. Mauna Kea (Hawaii)
   c. Kilula (Hawaii)
   d. Haleakala (Maui)
5. Label the following places of interest (outline if necessary):
   a. Pearl Harbor (Oahu)
   b. Diamond Head (Oahu)
   c. Volcanoes National Park (Hawaii)
   d. Haleakala National Park (Maui)
   e. Waikiki Beach (Oahu)

6. Directions:

   a. What direction are the islands from the U.S. mainland? _____

   b. What direction are the islands from Alaska? _____

   c. What direction are the islands from South America? _____

   d. What direction are the islands from Australia? _____

   e. What direction are the islands from Japan? _____

   f. What direction are the islands from the equator? _____

7. Distances (use the scale of miles and a ruler):

   a. What is the distance between Niihau and Hawaii? _____

   b. What is the distance between Maui and Hawaii? _____

   c. What is the distance between Oahu and Hawaii? _____

   d. What is the distance between Oahu and Molokai? _____

   e. What is the distance between Lanai and Maui? _____

   f. What is the distance between Oahu and the U.S. mainland? _____

   g. What is the distance between Hawaii and Australia? _____

   h. What is the distance between Honolulu, Hawaii and Tokyo, Japan? _____

   i. How many miles does Oahu measure from north to south? _____ east to west? _____

   j. How many miles does the island Hawaii measure from north to south? _____ east to west? _____

8. Between what longitude and latitude do the Hawaiian Islands lie?

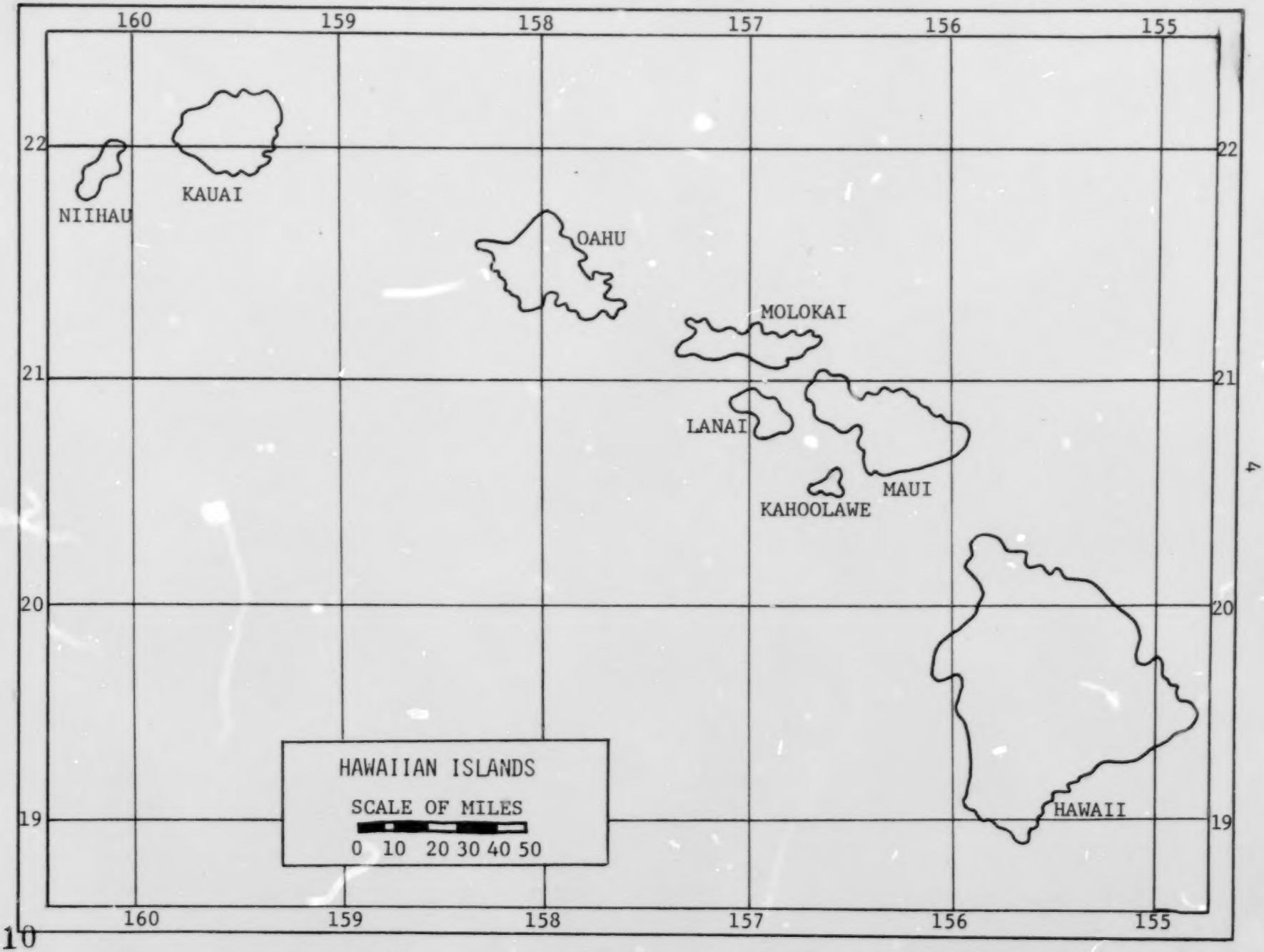
Exercise:

Duplicate the worksheet, Naming Names and Placing Places, and assign to students.

Enrichment Projects:

Choose one of the places of interest to give an oral or written report on:

1. Barking Sands
2. Pearl Harbor - U.S.S. Arizona
3. Punchbowl National Memorial Cemetary of the Pacific
4. Hawaii Volcanoes National Park
5. Haleakala National Park
6. Waterfalls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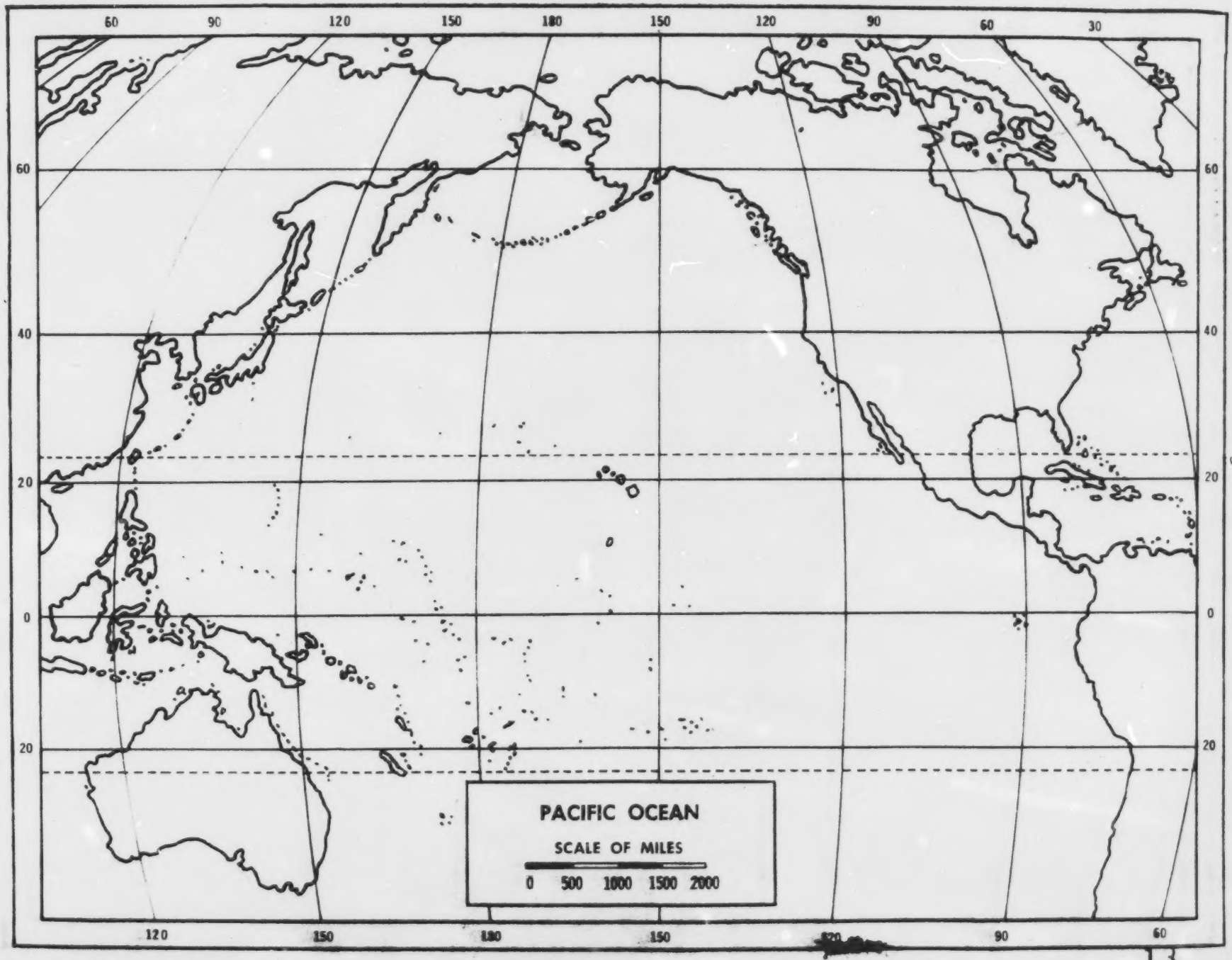
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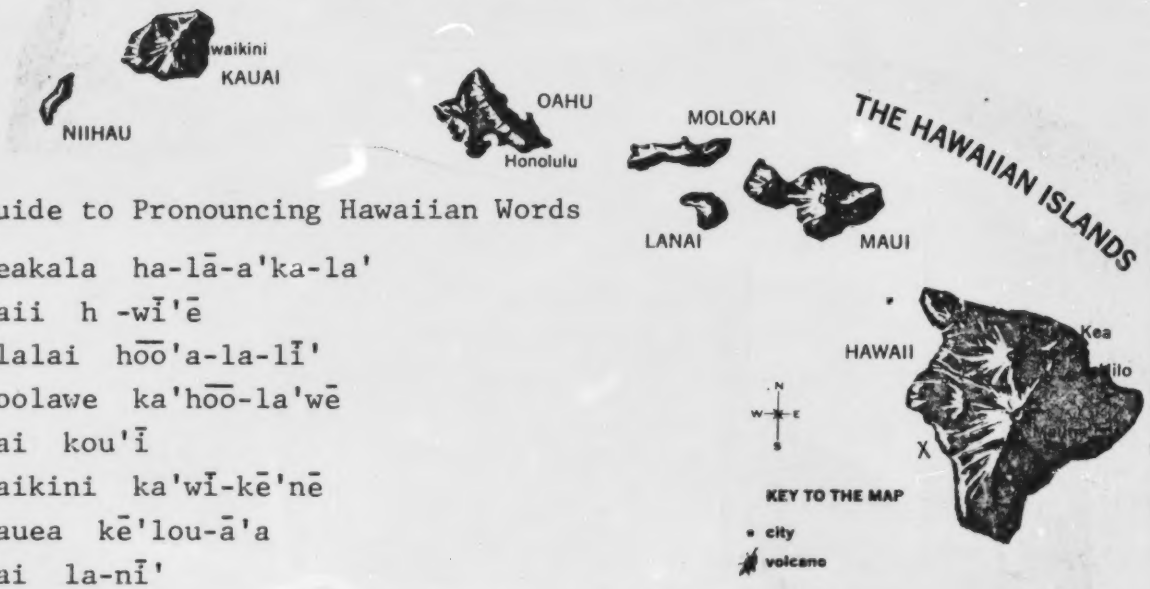
NAMING NAMES and PLACING PLACES



A Guide to Pronouncing Hawaiian Words

Haleakala ha-lā-a'ka-la'
Hawaii h -wī'ē
Hualalai hōō'a-la-lī'
Kahoolawe ka'hōō-la'wē
Kauai kou'ī
Kawaikini ka'wī-kē'nē
Kilauea kē'lou-ā'a
Lanai la-nī'
Maui mou'ē
Mauna Kea mou'na-kā'a
Mauna Loa mou'na-lō'a
Molokai mō'lō'kī'
Niihau nē'ē-ha'ōō
Oahu ō-a'hōō

EXPLORING THE ISLANDS

More than twenty islands make up the Hawaiian chain. Most of these are so small and bare that no one lives on them. Only the seven largest islands are inhabited all of the time.

1. Write the names of the seven islands, starting at the top, with the island that lies farthest to the west.

_____

_____

_____

_____

_____

_____

_____

2. Write the name of the largest island in the chain.

_____

3. Which island lies farthest to the south? _____

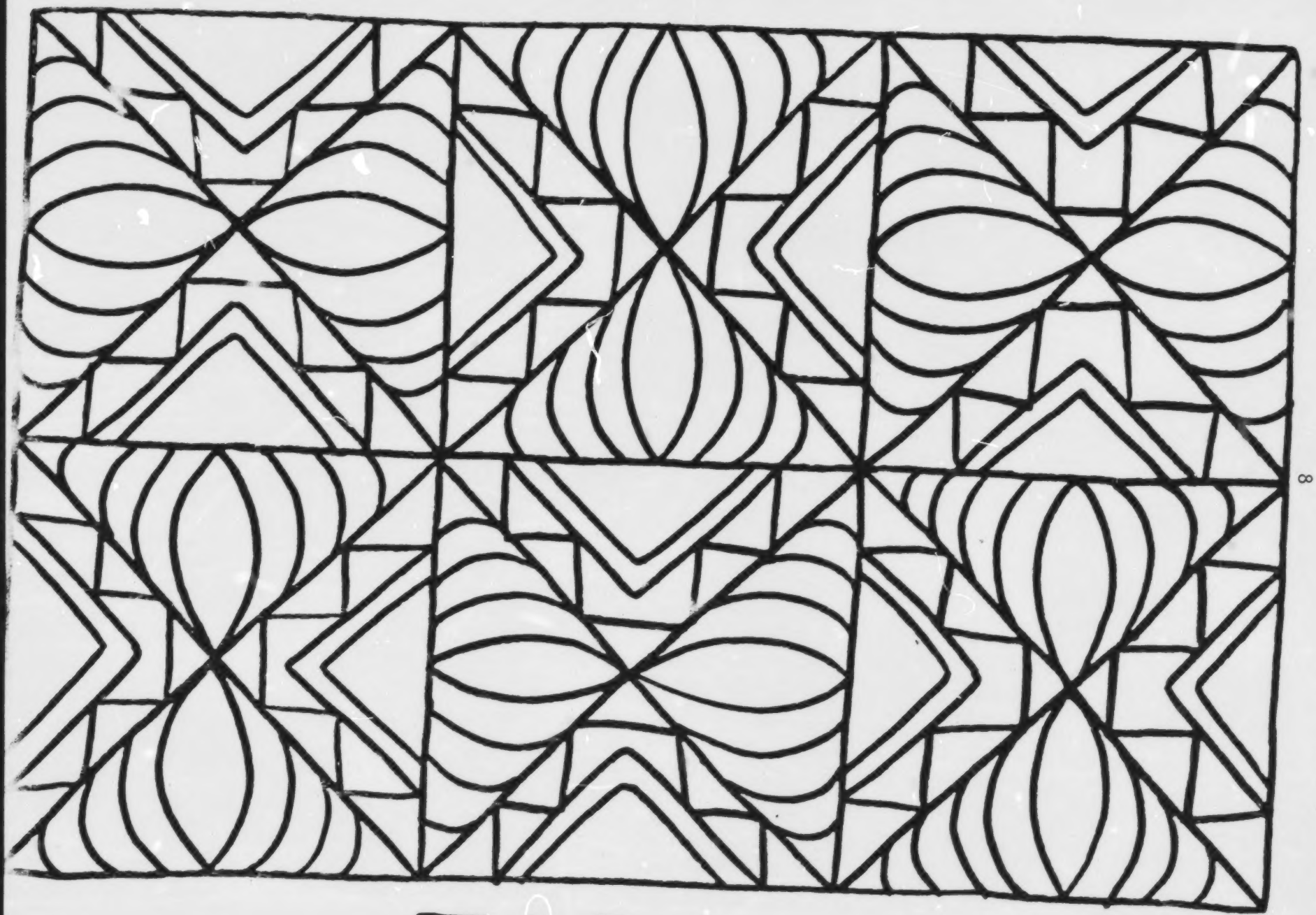
4. The capital of Hawaii is Honolulu. On what island is this famous city?

_____

5. Some, but not all, of Hawaii's many volcanoes are marked on this map. What is the name of the tall peak on the island of Kauai?

_____

6. There is a monument on the island of Hawaii that marks the place where Captain Cook later died. This place is on the west coast of the island, almost exactly west of the volcano, Mauna Loa. Mark a cross (X) on the map to show where Captain Cook's explorations came to an end.



TAPA

TAPA

(TAP·A)●

BARK CLOTH

YOU WRITE

_____

ENGLISH

_____

HAWAIIAN

●HAWAIIAN "T" IS "K" (KAPA)

DRAW YOUR IDEA OF TAPA

LESSON 2: HISTORY

Scientists believe the first people came to the Hawaiian Islands between 1000 and 2000 years ago. They were called Polynesians and probably came from Asia by way of other Pacific islands. Their journeys in large canoes were incredible feats of seamanship, taking many weeks, if not years. They carried with them all they would need to start life in their new home, including seeds, young plants, pigs, chickens, dogs, tools, and weapons. As many as one hundred traveled in one canoe. One legend claims these first people named Hawaii for their chief, Hawaii-loa, who led them to the islands. However, Hawaii is also a form of "Hawaiki," the legendary name of the Polynesian homeland to the west.

Life in Hawaii long ago was probably very simple and pleasant. The people needed almost no clothes at all because it was always warm. The men wore only a narrow strip of cloth around their hips, and the women wore a sort of wrap around skirt. They made the cloth for their clothes by soaking a certain kind of tree bark in water and then beating it until it grew thin and soft. Then they stamped simple brown and black designs on it. They called it kapa, or tapa cloth.

Kings and chiefs wore cloaks and helmets made of brightly colored bird feathers fastened to a net woven of plant fibers. These capes were very valuable and took many years to make. It took as many as ten thousand birds to make one cloak. They were caught by spreading glue on trees or with nets. When the choicest feathers were plucked, the birds were released. Although all Hawaiians liked to decorate themselves with feathers, only a king was allowed to wear those of the rare yellow mamo bird. The kahili, a cylinder of feathers, was the symbol of kings. The handle, or pole, was traditionally made of tortoise shell and human bone.

Their houses were made of simple wooden framework thatched with grass, and resembled haystacks. There was always plenty of fish and the people kept small vegetable gardens where they grew taro. The root of this plant was pounded into a paste called poi which was eaten with the fingers.

The Hawaiians had no iron for tools and weapons. They made sharp ax heads and adzes out of stone. They made dangerous war clubs, battle-axes, and spears from stones, wood, and sharp sharks' teeth. Bones and shells made good fishhooks and knives.

The Hawaiians were good fishermen. From bark and fiber they twisted lines and nooses to use for capturing sharks and other large fish. They also made many different kinds of nets, traps, and fish baskets.

The Hawaiian people worshipped four main gods: Kane, procreator, provider of sunlight, fresh air and the life substances of nature; Ku, the god of war - the only one that demanded human sacrifices; Lono, the god of peace, agriculture, and of games; and Kanaloa, lord of the ocean and ocean winds. They had over one hundred minor gods and goddesses. In order for anything to be successful, the proper god had to be made friendly by prayer, an offering, or even an elaborate ritual.

The people also believed that certain people and things held powers of good or evil. Because of this they had to be avoided as kapu, or off limits. Penalty for breaking a kapu was often death.

Surfing was the ancient sport of all people. A sport of kings was summer tobogganing on slopes as much as a mile long covered with dry grass made slippery with kukui nut oil. Wooden sledges called hulua were used. Wrestling, boxing and bowling were also among over 150 games and pastimes enjoyed by the Hawaiian people.

Spanish, Dutch, or Japanese explorers may have stopped at the islands earlier, but the rest of the world did not know about them until Captain James Cook of the British Navy landed at Waimea on Kauai in 1778. The natives welcomed him warmly because they believed he was the god Lono, who had promised to return, sailing across the water on an island. They were so eager to obtain nails, the first metal they had ever seen, that for one nail they would exchange enough food to feed a ship's crew for a whole day. Cook named the islands the Sandwich Islands after the Earl of Sandwich. He left the islands but returned the next year. The natives now realized how they had been cheated. When they tried to take the iron they wanted, fighting broke out and Cook was killed.

After Cook's discovery, many trading ships began to stop at the islands for fresh supplies and to trade. Although they brought many useful things to the islanders, such as plants, animals, tools, and new ways of doing things, they also were harmful. They cheated the people badly. This was easy to do because the Hawaiians were so eager for new things that they often traded their most precious possessions. In addition, white men brought diseases from which thousands of Hawaiians died. They brought whiskey, too, which made the Hawaiians sick or too drunk to work. The kings became rich when they made their people leave their fields to cut down great forests of sandalwood to sell to China. The people nearly starved because no food was grown. In a few years the trees were almost gone, but income from whaling ships that stopped in the islands took the place of the sandalwood trade.

Probably the most important changes were brought to the islands by the Christian missionaries. In 1808, a young Hawaiian named Okupahaia swam out to an American ship anchored in the harbor and begged to be taken to America. There he learned to read and write and became a Christian. His dream was to return to Hawaii to teach his people, but he died before he had the chance to see his dream through. However, several Americans shared Okupahaia's dream, and in 1820 they arrived in Hawaii to carry it out. At first they had difficulty convincing the Hawaiians that they had really come to help because other white men had cheated them so badly. The missionaries built the first frame building in the islands for their home. It still stands in Honolulu today.

Finally the king was convinced that the missionaries really did want to help, and he let them build a church and school, and they began to teach reading, writing, and the Bible. It was good for the Hawaiians to learn to read and write English. It helped them when they did business with the white traders. But it is also good for people to read and write their own language, and the Hawaiians had never done this. Hawaiian words had been spoken for hundreds of years, but no one had ever written them down. The missionaries decided to try to do that, and today they are credited with preserving the Hawaiian language from extinction.

At the time of Captain Cook's discovery, each island was ruled by a local chief. One chief, Kamehameha, destroyed all the other chiefs and became the first king of all the islands. He claimed all the land in the islands and then divided it among his friends and made governors. Although he was a savage warrior, Kamehameha I, known as Kamehameha the Great, is fondly remembered by the Hawaiian people for the good things he did. He is especially remembered for the uniform laws and courts he set up.

Kamehameha's first son, known as Kamehameha II, became king when his father died. He abolished the old religion of many gods and sacrifices and also many of the kapu's which made life much easier for the people. Kamehameha II and his wife died of measles while visiting England and his brother became Kamehameha III.

Kamehameha III realized he could no longer treat his subjects as slaves and claim all of the land of the islands. In the 1840's a constitution was written which guaranteed new rights to the people. A legislature made up of tribal chiefs and elected representatives was formed. The king also declared what he called "The Great Mahele," or Land Division, and gave away most of his land. After that any man in Hawaii could be a landowner and work for himself instead of for the king. The people paid taxes to

the new government and the tax money was used for schools, police, and other public programs. When Kamehameha III died, his nephew became Kamehameha IV. Because his only son died at the age of four, Kamehameha IV's brother became Kamehameha V.

During the reign of the Kamehameha's, sugar, and later pineapple, plantations were established. The first permanent sugar plantation was owned by the American firm of Ladd and Company. It was founded on the island of Kauai in 1835. Pineapple was first planted by a Spanish settler in about 1813, but it did not become an important commercial crop until nearly 70 years later. Captain John Kidwell founded the first plantation near Honolulu. Also during this time Hawaii truly began to be a melting pot of people from other countries. There were not enough Hawaiians to work on the many new plantations, and also many Hawaiians would not do this type of work. Workers came from China, Japan, Puerto Rico, Korea, Portugal, and the Philippines.

With the death of Kamehameha V, there was no legal heir to the throne. The legislature elected Prince William Lunalilo. When he died a year later, they elected David Kalakaua, known as the "Merry Monarch." During his reign the hula, Hawaiian music, and many other old Hawaiian customs became popular again. Earlier, Christian missionaries had strongly discouraged many of these. The custom of wearing grass skirts began during this time when they were brought from Samoa. King Kalakaua had many ties with the U.S. and was the first Hawaiian monarch to visit the mainland. He gave the U.S. exclusive rights to Pearl Harbor for a naval station in 1887 in return for a trade agreement which provided a market for Hawaiian sugar.

When Kalakaua died, his sister, Liliuokalani became queen. She tried to take more power than the constitution gave her, and was overthrown in a peaceful revolution. The Republic of Hawaii was formed in 1894 with Judge Sanford Dole as its first and only President.

American businessmen controlled the government in Hawaii and led the movement for Hawaii to be annexed as a U.S. territory. On June 14, 1900, the islands did become a U.S. territory and its people U.S. citizens. Presdient McKinley appointed Sanford Dole governor.

On December 7, 1941, Japanese planes bombed Pearl Harbor and brought the U.S. into World War II. It was feared that Hawaiians of Japanese descent might fight against the U.S., but not one case of disloyalty was discovered. Hawaiians volunteered for the U.S. military and fought bravely in both Europe and the Pacific.

Many Hawaiian statehood bills were introduced in Congress, but most were never even voted on. However, after the loyalty of all Hawaiians was proven in World War II, more support was gained for statehood. On March 18, 1959, President Eisenhower signed a bill making Hawaii a state. In June the Hawaiian people voted for statehood. Hawaii officially became our 50th state on August 21, 1959.

QUESTIONS: HISTORY

1. Where do scientists believe the first Hawaiians came from? _____ How long ago? _____

2. What are the two legends about the naming of Hawaii?

_____

_____

3. Describe the clothing of the early Hawaiians. _____

_____

4. Describe the homes of the early Hawaiians. _____

_____

5. How were the chiefs' feather capes made? _____

_____

6. Define these Hawaiian words:

tapa _____

taro _____

poi _____

kahili _____

kapu _____

7. Tell about three ways early Hawaiians fished.

_____

_____

_____

8. Which Hawaiian god was the only one to require human sacrifice? _____

9. Who was the Hawaiian god of agriculture? _____

_____

10. Which god would early Hawaiians pray to before going out fishing? _____

11. Name five sports enjoyed by early Hawaiians. 1) _____
2) _____ 3) _____
4) _____ 5) _____

12. Who was the first white man known to have landed in the Hawaiian Islands? _____

13. What chief united the islands under one ruler with himself as king? _____

14. Why didn't the early Hawaiians trust the missionaries?
_____

15. What were two of the earliest products to bring wealth to the Hawaiian Islands? _____ _____

16. What was the "Great Mahele?" _____
_____

17. Name four important things the missionaries did for the Hawaiians. 1) _____
2) _____
3) _____
4) _____

18. What two industries were begun during the reigns of the Kamahameha's which are still important today?
1) _____ 2) _____

19. Why did Hawaii become a "melting pot" of people? _____
_____

20. How did Hawaii get a king when there were no more legal heirs to the throne? _____
_____

21. Who was known as the "Merry Monarch" and why? _____
_____
_____

22. Who was the last ruler of Hawaii? _____
    Why did she lose her throne? _____
    _____

23. Who was the first and only president of Hawaii? _____
    _____

24. When did Hawaii become a U.S. territory? _____

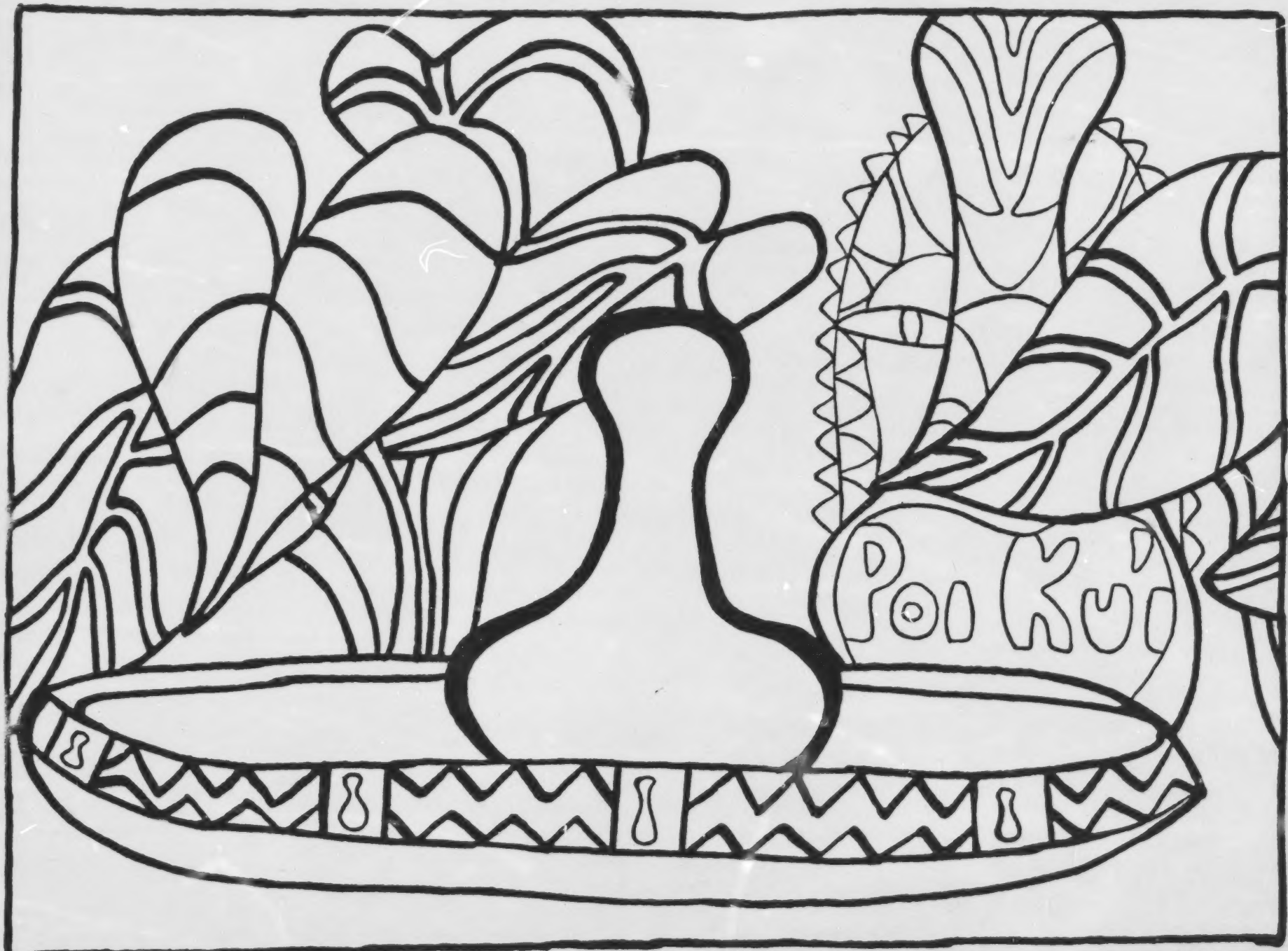
25. What happened in Hawaii which brought the U.S. into World War II? _____

26. Why were many Americans against Hawaiian statehood? _____
    _____

27. When did Hawaii become a state? _____

Enrichment Projects:

1. Make a model of a Polynesian village.
2. Make a report on one of the following topics:
   a. The Royal Mausoleum
   b. The Hawaiian Cultural Center
   c. Solani Palace
   d. Captain James Cook
   e. Queen Liliuokalani
   f. The Dillingham Family
   g. Kamehameha
   h. Kalakaua
3. Make drawings of Hawaii's state symbols: tree, flower, bird, and flag.


POI KUI

K

19

POI KU'I

(POY KOO-EE)

POI POUNDER

YOU WRITE

ENGLISH

HAWAIIAN

DRAW YOUR IDEA OF A POI POUNDER

The Discovery of the Hawaiian Islands

By jet plane, the Hawaiian Islands are just a few hours away from the rest of the United States. Yet these islands were one of the last groups in the Pacific Ocean to be discovered. It is hard for us to see how such an important group of islands could have been overlooked by explorers for so long. But they were. It was not until 1778 that Captain James Cook, an English explorer, sighted the Hawaiian Islands which are now our 50th state.

Here is Captain Cook's own report of the important discovery he made.

On the morning of January 18, 1778, an island appeared in the east. Soon after, we saw more land to the north, completely separate from the first island. Both had the appearance of being high land.

We were in some doubt if the land before us was inhabited. This doubt was soon cleared up by seeing some canoes coming from the shore toward our ships. I instantly turned back to give the canoes time to join us. The canoes held three to six men each. We were pleasantly surprised to find that these men spoke the same language as people on other islands we had lately visited.

It took little effort to get them to come on board. I tied some medals to a rope and threw them to the men in one of the canoes. In return, the men tied some small fish to the rope. This was repeated. We then gave them some nails or disks of iron which they valued more than anything else. In return, the men exchanged more fish and a sweet potato.

We took this exchange as a sure sign that they had some idea of trading or at least of returning one present for another. They had nothing else of value in their canoes except some large shells and a kind of fishing net.

The natives seemed gentle and not at all suspicious. They had no weapons except some small stones which they had brought for their own defense. These they threw overboard when they found that weapons were not needed.

The next morning we sailed nearer the land and were met by several canoes filled with people. Some of them took courage and ventured on board. In the course of my several voyages, I never before met natives who were so surprised upon entering a ship. Their eyes flew from object to object. Their wild looks and strange motions showed that they were thoroughly ignorant of everything they saw.

This strongly suggested to us that they had never been visited by Europeans or seen any of our goods except iron. These people seemed to understand that iron was better for cutting or making holes than anything else that they had.

We showed them earrings and other ornaments made of beads. They asked what the beads were, and if they could be eaten. But on being told that the earrings were to be hung on people's ears, the men returned the beads as useless. Neither did the natives care for a looking glass which was offered to them. They returned it for the same reason.

China cups and other such things were so new to these people that they asked if the cups were made of wood. The natives wished to have some. They wanted to carry the cups back to be looked at on shore. All of these people seemed to be polite, or at least fearful of doing the wrong thing. They asked where they should sit down and took care to keep the deck clean.

Some of them repeated a long prayer before they came on board. Others sang and made motions with their hands. We had observed such gestures before in the dances of other islanders.

At first, on entering the ship, they tried to steal everything they saw. Or rather, they openly took what they could not resist, as though we either would not care or would not think this wrong. We soon made them realize they had made a mistake.

Between three and four o'clock I went on shore to examine the water supply and to see the natives. Several hundred of them were waiting on a sandy beach before the village.

They had brought a great many small pigs, which the islanders presented to me. I accepted this show of amiability by giving them in return such presents as I had brought to trade.

When this business was finished, I stationed a guard upon the beach and got some of the natives to take me to the place where they got their water. This proved to be sweet and fresh and in a good spot for our purpose. The body of water was large enough to be called a lake.

Wherever we went, a train of natives hovered about us. Everyone we met fell on the ground and remained there until we passed. This, I afterward learned, was meant as a compliment. It is the natives' way of paying respect to their own great chiefs.

The people were of a brown complexion, medium in size, and sturdy looking. The hair of most of them was cut short, though some had it flowing loose. With a few people, it was tied in a bunch on the crown of the head. All of them seemed to have black hair and fine features. Most of the men had beards.

These people were strong and expert swimmers. They left their canoes for the least reason and dived under them. The islanders also swam great distances. Sometimes the surf was too rough to bring the canoes up on shore. It was not unusual to see a woman, carrying a young baby, leap overboard and swim to shore through a sea that looked dreadful.

The people seemed to be honest and cheerful. They lived together peacefully. They were surprisingly friendly to us.

Captain James Cook

Actions that Talk

Captain Cook learned a great deal about the Hawaiians. Number from 1 to 5 on your paper. After each number write the answer to that question. You may reread parts of the selection if you need to.

1. How did Captain Cook know that the Hawaiians were friendly?

2. How did he know that the Hawaiians did not want him to get off the Islands?

3. What did he learn about the Hawaiians when they gave him food in return for medals?

4. Why were Hawaiian women able to jump into rough surf while carrying their babies?

5. How did Captain Cook and his men know that the Hawaiian natives had not seen Europeans before?

There is special excitement in reading a true story written by a person who was actually at the spot where an adventure took place. When Captain Cook, one of the most famous explorers of all time, tells us in his own words how things looked, how people acted, and what was said, we feel almost as though we had seen and heard it ourselves. Sharing an event that took place almost two hundred years ago is one of the richest gifts that written language brings us. The records kept by early explorers, such as Captain Cook, give us information we could have in no other way.

Number your paper from 1 to 4 and answer each question that follows by writing "yes" or "no".

1. Could someone interested in the land and people of Hawaii get valuable information from Captain Cook's record?

2. Would Captain Cook's diary be necessary reading for a pilot flying to Hawaii from the mainland today?

3. If early explorers had left no written records, would we know a great deal about the experiences they had?

4. Is there any way to know about people who lived long ago and far away if they had no written language of their own?

LESSON 3: LAND AND CLIMATE

No place, inhabited by humans, in the whole world is so far from another human habitation as Hawaii. These islands, in the middle of the Pacific Ocean, are really the crossroads of that ocean. They are also the crossroads of the transpacific airlanes. Steamers and airplanes stop there on their way from mainland U.S.A. and Canada to Japan, Hong Kong, India, Austrilia, and many other countries.

Millions of years ago a great crack opened up along the floor of the Pacific Ocean. Lava burst through this crack and hardened into cone shaped piles. This went on for hundreds of years with new lava hardening on top of the old until finally some of the cones grew so tall they reached out of the ocean.

At first these new islands were hot smoking and black. Then they slowly cooled and some of the lava crumbled into soil. Rain fell and made streams that shaped the Islands into smaller hills and valleys. Billions of tiny animals called coral clung to the shoreline where the sea washed in waves against the cones, and their tiny bodies hardened into the big ridges that we call coral reefs.

Sea birds, high winds, and ocean currents carried seeds to the Islands from distant lands. Trees and lants began to grow and the Islands began to look as they do today.

Kauai is believed to be the first island to emerge from the ocean, and is considered the oldest. Hawaii, the youngest island, is still growing due to the activity of Mauna Loa and Kiluea Volcanoes. Mauna Loa is the largest single mountainous mass on earth and one of the most active volcanoes in the world. Its crater is three miles long and one and a half miles wide. It has discharged more lava than any other volcano, erupting about every three years. Kiluea is really a hole in the side of Mauna Loa, not an independent volcano. It also erupts occasionally. Mauna Kea is inactive, but forms the highest island peak in the world (13,796 feet). Haleakala, on Maui, has the largest inactive crater in the world. The whole city of New York could be swallowed up inside without a trace.

Hawaii Volcano Observatory keeps people informed about volcano activity. Earthquakes often foretell an eruption. Scientists also notice a strong outward tilting of the rim of a volcano before an eruption.

There are two main kinds of lava in Hawaii. Aa is loose and rough. During an eruption it creeps along with a grinding sound. Pahoehoe has a smooth, shiny surface and may twist into giant

loops and folds. During an eruption it flows along quietly covering acre after acre with a black or iridescent surface. One of the strangest forms of lava is called "Pele's Hair" after the fire goddess. It looks like spun glass. All Hawaiian lava is chemically the same. It moves quickly, sometimes as much as 35 miles an hour. It is fluid when it comes out of the vent, and the gases escape easily, so that eruptions are not as violent as in some places. When lava is worn down by wind and water, it forms some of the richest soil in the world.

Although the Hawaiian Islands are surrounded by salt water, most of the islands have abundant supplies of fresh water. This water comes from rain which filters through the surface soil layers, percolates downward through the porous lava rock, and comes to rest in great underground reservoirs 12 to 30 feet above sea level. Wells are drilled and electric pumps bring it to the surface. This abundant fresh water supply has been a major factor in the development of the sugar industry which requires considerable irrigation. It is also one of the major reasons Hawaii has long been the "Crossroads of the Pacific" for transpacific travel.

Cool trade winds keep Hawaii's climate pleasantly mild all year. There is little difference between day and night, or summer and winter temperatures. Temperatures average in the 70's year round.

Rainfall averages from hundreds of inches per year on mountaintops to less than 10 in some lowlands. Most rain falls on the northwestern side of mountains where the trade winds hit them. Snow sometimes falls on a few of the highest peaks during the cooler months.

QUESTIONS: LAND AND CLIMATE

1. Why do we say Hawaii has a strategic geographic location?

_____

_____

2. Explain how the islands were formed.

3. Explain how coral reefs were formed.

4. How did the islands change from black smoking peaks to the lush green islands we know today?

_____

_____

_____

5. Which is the oldest island? _____
   The youngest? _____

6. What are the only two active volcanoes in Hawaii?

_____ _____

7. How often does Mauna Loa erupt? _____

8. What is the highest island peak in the world? _____

_____

9. Which volcano has the largest crater in the world?

_____

10. How can scientists foretell an eruption? _____

_____

11. Describe the two main kinds of Hawaiian lava.

_____

_____

_____

_____

12. Describe Hawaii's climate. _____

_____

13. How can Hawaii have such a good supply of fresh water when the islands are surrounded by salt water? _____

_____

_____

Enrichment Projects:

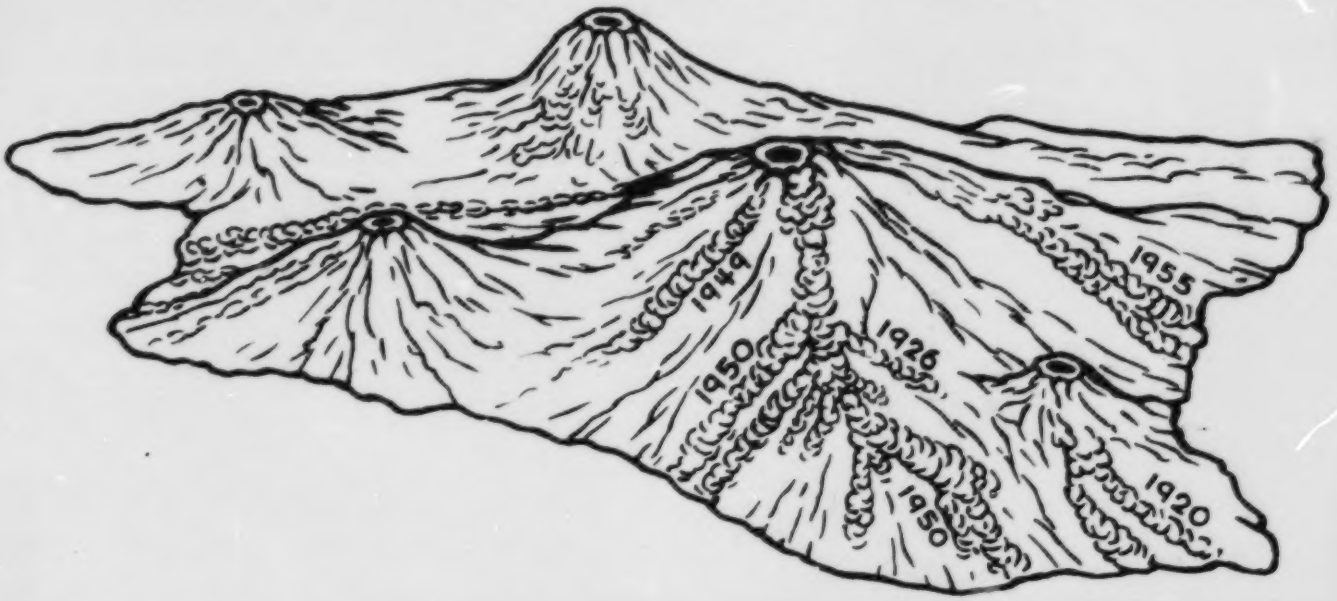
1. Make a model of a volcano.
2. Make a chart of all Hawaiian volcanoes, comparing size, eruptions, etc.

Exercise:

Duplicate the following worksheet on volcanoes and assign to the students.

The map below shows you a picture of the volcanoes and valleys of the Island of Hawaii. Study it carefully. Find Mauna Kea with its taller cone, and Mauna Loa with Kilauea Crater on its east side. Then locate Hualalai in the southwestern part of the island, and the Kohala Range at the extreme northwest. Write the names of these mountains on your map.

Shown on your map, also, is the Great Lava Fissure, together with the lava flows of 1920, 1926, 1949, 1950 and 1955.



What does this map show you about the size of Mauna Loa? _____

_____

What does it show you about the location of Kilauea Crater? _____

_____

What does it show you about the height of Mauna Kea? _____

_____

Locate the city of Hilo on this map.

On the back of this page, explain how scientists know when there will be an eruption of one of these volcanoes. Then, explain what a volcano is, and how it may erupt. Also, explain about a seismograph.

LESSON 4: THE ISLANDS

There are 122 islands in Hawaii divided into three main groups: eight main islands in the southeast; islets of rock in the middle; and sand and coral islands in the northwest. All the islands were formed by volcanoes built up from the ocean floor. Much of the smaller ones have been washed away by waves and ocean currents. People live on seven of the eight main islands. Kahoolawe has no permanent residents.

HAWAII

Hawaii is often called the "Big Island" because it is the largest. It is also the youngest, because volcanic eruptions are still changing it. It covers over 4,000 square miles, more than the area of the other seven main islands combined. Mauna Kea and Mauna Loa, both over 13,000 feet, are the highest points in the state.

Mauna Loa and Kiluea are the only two active volcanoes on the island, although it was originally formed by five. Mauna Loa erupts irregularly, sending streams of lava flowing toward the ocean. Kiluea erupts more frequently and is a favorite tourist attraction. A highway passes near the crater's edge and people sometimes refer to the mountain as a "drive-in volcano." The Hawaiian Volcano Observatory is on the rim of Kiluea.

Hilo, the second largest city in the state, lies on the northeast coast. It is the island's chief port and seat of Hawaii County. Hilo is noted for its orchids and is a flower exporting center.

Sugar cane is the main crop grown on Hawaii, but it is also well-known for its macadamia nuts, filberts, and hazelnuts. On the western side of the island, in the Kono area, are coffee farms, and cattle ranches cover the slopes of Mauna Loa and Mauna Kea. Parker Ranch is the second largest in the U.S., covering 300,000 acres.

KAHOOLAWE

Kahoolawe is the smallest of the main islands. Because it is so dry and windswept, no one lives there. The U.S. Army, Navy, and Air Force use it for target practice. Its nickname is the "Target Island," or "Island of Death."

MAUI

Maui is often called the "Valley Island." Many valleys are cut into the two volcanic mountains that form the island. Between the mountains is a low, wide isthmus where there are sugar cane and pineapple plantations. Haleakala has one of the largest inactive volcanic craters in the world. It is 25 miles around and 3,000 feet deep. It is the center of Haleakala National Park. The largest sugar cane plantation in the islands is located on Maui.

MOLOKAI

Molokai is called the "Friendly Island" because of the courtesy its people show to visitors. This island is divided into three main parts. The west is covered by a broad, dry plateau and used mainly for cattle ranching. The central region is very fertile and has several pineapple plantations. The eastern part of the island is very mountainous. There is a famous colony for victims of Hansen's disease or leprosy on Makanalua Peninsula.

LANAI

Lanai is owned by the Dole Pineapple Company and is often called the "Pineapple Island," or the "Cinderella Island." Lanai City is the only settlement.

OAHU

Oahu is known as the "Gathering Place." About 80 percent of the state's people live on this island. The island consists of two mountain ranges separated by a wide valley. The Koolau Range runs along the east coast, and the Waianae Range along the west. The valley between is a fertile plain with pineapple and sugar plantations.

Honolulu is the state capital and largest city. Pearl Harbor is located on Oahu's southern coast. It is one of the largest natural harbors in the Pacific with ten miles of navigable water behind a mile wide entrance. The U.S. Pacific Fleet is headquartered here.

KAUAI

Kauai is called the "Garden Island" because of its rich natural greenery. The island looks like a circle with Kawaikini Peak in the center. Nearby is Mount Waialeale, one of the world's

rainiest places with an annual rainfall of 460 inches. It is usually hidden from view by thick thunderheads. The many streams which flow from this area have cut deep canyons. Waimea is 2,857 feet deep and looks much like the Grand Canyon of Arizona.

NIIHAU

Niihau is privately owned and no one may visit without the owner's permission. It is known as the "Forbidden Island." Mrs. Elizabeth Sinclair bought the island in 1864 from Kamehameha V for $10,000. Her descendants, the Robinson family, own the island today. They operate a large cattle ranch which covers most of the island.

Several of the lesser islands were once inhabited. Various objects made and used by ancient Hawaiians have been found. A Coast Guard Navigation Station is located on Fern Island and an astronomical station, tower, and radar reflector are located on Kure Island. Several are part of a National Wildlife Refuge and bird sanctuary. Midway Island is under the administration of the U.S. Navy and not part of the state of Hawaii.

QUESTIONS: THE ISLANDS

1. Which island is known as the "Big Island?" _____
2. Which island is known as the "Forbidden Island?" _____
3. Which island is known as the "Garden Island?" _____
4. Which island is known as the "Target Island?" _____
5. Which island is known as the "Friendly Island?" _____
6. Which island is known as the "Pineapple Island" or "Cinderella Island?" _____
7. Which island is called the "Gathering Place?" _____
8. Which island is known as the "Valley Island?" _____
9. Which island is the largest? _____
10. Which island is the smallest? _____
11. Which is the youngest island and why? _____
12. On which island do most of the state's people live? _____
13. Which island is owned by a company? _____
14. Which island is owned by one family? _____
15. On which island is the largest sugar cane plantation located? _____
16. On which island is the second largest cattle ranch in the U.S. located? _____
17. On which island is one of the rainiest places in the world? _____
18. On which island is the Pacific Fleet headquartered? _____

19. How did one family come to own an entire island? _____

_____

20. Which island has only one town? _____

21. Which island has a special colony for people with leprosy?

_____

22. Which island has the state's only active volcanoes?

_____

23. Which <u>two</u> islands have National Parks? _____

_____

24. How many main islands are there in Hawaii? _____

25. How many total islands are there in Hawaii? _____

26. How do we know some of the lesser islands were once inhabited?

_____

27. Which island is not considered part of the state of Hawaii?

_____

28. Name <u>three</u> things which are located on the lesser islands.

_____ _____ _____

29. From your reading, which island do you think would have the largest pineapple plantation? _____

30. Which island is known for its flower exports, especially orchids? _____

Enrichment Projects:

1. Plan a travel itinerary for a make-believe visit to the Hawaiian Islands.
2. Look up additional information on one or more of the following topics and share it with the class:
   a. Honolulu
   b. Mrs. Elizabeth Sinclair
   c. U.S. Pacific Fleet
   d. Hansen's disease or leprosy
   e. Orchids
   f. Parker Ranch

LESSON 5: ECONOMY AND NATURAL RESOURCES

Hawaii has extremely rich soil in its valleys, but the soil is very thin on the mountains. Only about a sixth of the land is farmed. Because of plentiful rainfall in many areas, the tropical plants and trees grow in abundance. Over 300 species of trees, 900 species of flowering plants, and 140 species of ferns are found in Hawaii. Trees include such interesting varieties as the sausage tree with its sausage-shaped gourds, eucalyptus, mulberry, jacaranda, and the golden shower tree. Sandalwood was Hawaii's first commercial product and most of the trees were cut down. Some are beginning to thrive on the lesser islands. It is mainly used for carving and burning as incense.

The red hibiscus is the state flower. Poinsettias, orchids, bird of paradise, silversword, anthurium, gardenias, oleander, and bougainvillea also grow in abundance. Some plants, such as giant ferns and the peape plant, have leaves large enough to hide a man.

The only animal found by early people who arrived in Hawaii was the bat. Today there are still no jungle animals or poisonous snakes. The Mongoose was brought in to control the bats. Through the years spotted deer, mountain goats, wild boars, skunks, lizards, frogs, and toads have also been brought in.

Butterflies, moths, bees, wasps, flies, ants, grasshoppers, and honeybees are the main insects found in Hawaii. Many serious garden pests which are found on the mainland are not found in Hawaii because federal and state inspectors examine baggage and mail coming into the state. No insecticides are used on most crops. Growers use biological control through predators and parasites.

Many kinds of fish are found in the waters surrounding the islands. Deep sea fish include dolphin and marlin.

Hawaii has very few minerals. Kauai and Maui have large amounts of titanium oxide in their soil which is used in paint pigments. Bauxite, which is used to make aluminum, is found on several islands. Coral and lava quarries provide building stone.

The largest source of income in Hawaii comes from money spent by the U.S. on salaries for both military and civilian personnel. The second largest source of income comes from the tourist industry which has grown steadily since the early 1900's. Food processing, especially sugar cane and pineapple, is also a leading source of income for the state.

All the main islands except Kahoolawe have some kind of agriculture. Most farmland and ranches are owned by large corporations. Sugar is the most important crop and is grown on about two-thirds of the farmland. Hawaii has about 20 sugar plantation companies and 550 independent planters. Pineapple is the second largest crop.

Most of the main islands have cattle ranches. Parker Ranch, on Hawaii, is the largest. Cattle graze on almost the entire island of Niihau. About 70,000 head of beef cattle are sold by Hawaiian ranchers each year. Most goes to local markets. Dairy farms operate on five of the islands. Many farmers also raise hogs, horses, and poultry.

Coffee is grown on small farms, mostly on the island of Hawaii. Several islands grow macadamia nuts and package them for sale on the mainland. Avacados, bananas, papyas, quava, mango, figs, coconut, breadfruit, and many other fruits thrive in Hawaii. Small truck farmers raise vegetables for local use, including corn, taro, potatoes, beans, and Chinese cabbage.

Greenhouse and nursery products also provide a chief source of Hawaii's agricultural income. Large quantities of flowers and leis are exported. Hilo is the center of the orchid growing and flower packing industry.

Commercial fishermen catch millions of pounds of fish in Hawaiian waters each year. The chief fishing port is Honolulu. Shipjack, a kind of tuna, is the most important commercial fish. Fishing boats, called sampans, leave harbor early each morning and return each evening to unload their catch while it is still in prime condition. Fishermen have taken up to twenty-three ton from one school of fish which covers as much as ten acres of water.

QUESTIONS: ECONOMY AND NATURAL RESOURCES

1. How much of Hawaii's land is farmed? _____
   Who owns most of the farmland? _____

2. Name two unusual trees found in Hawaii. _____
   _____

3. Name three familiar flowers found in Hawaii. _____
   _____ _____

4. What was the only animal found by the first people who arrived in Hawaii? _____

5. Name three animals which have been brought into Hawaii.
   _____ _____ _____

6. Name three insects found in Hawaii. _____
   _____ _____

7. Why doesn't Hawaii have much trouble with insect pests?
   _____
   _____

8. What is the state flower? _____

9. Name two things sandalwood is used for.
   _____
   _____

10. Name two minerals found in Hawaii and tell what they are used for. _____
    _____

11. What is the chief source of income for the Hawaiian Islands?

_____ _____

12. What brings the second largest income to the islands?

_____

13. What are Hawaii's first and second most important crops?
1) _____ 2) _____

14. Name <u>five</u> fruits which grow well in Hawaii. _____

_____ _____

_____ _____

15. What is the most important commercial fish caught in Hawaiian waters? _____

Enrichment Projects:

1. Make drawings of Hawaii's plant life and display them in the class.
2. Bring as many of the fruits that you read about to class for a tasting party.

LESSON 6: SUGAR CANE

Sugar cane is a giant grass which is the chief source of sugar. It requires a moist, warm climate. Some varieties thrive in the tropics. The strong stalk averages 12 feet in height and varies from 1/2 to 3 inches in diameter. The stalk, or stem, is jointed and has a very hard, thin skin or rind which varies in color from pale yellow to deep purple, or striped with two colors. The interior of the stem is solid, and consists of colorless, fibrous tissue in which the juice is stored.

Each division of the stem is called a node, and from each node grows a single leaf on alternate sides of the stalk, as in the picture at the right. The leaves vary from 3 to 4 feet in length, and from 2 to 3 inches in width.

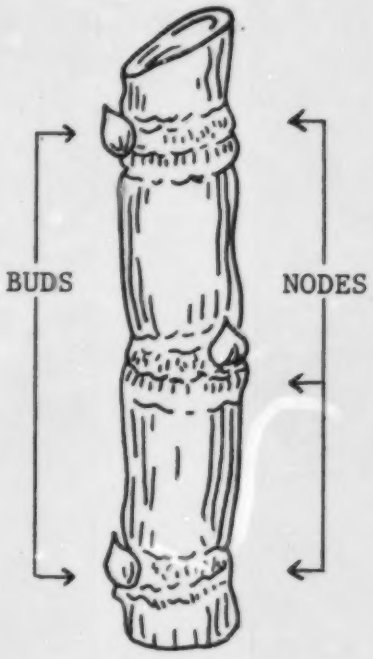
The plant bears flowers and seeds but is usually propagated from cuttings from the stem. The "eyes," or buds which are attached to the stem grow into a cluster of canes when planted.

On reaching maturity, most varieties produce an immense number of tiny flowers which form a feathery plume that grows erect on the stalk. The time required to reach maturity varies with the climate but averages 22 to 24 months.

When harvested, the canes are cut at ground level, the leafy upper joints reserved for planting material, and the long stems taken to the sugar factory. The root stalk is left in the ground and remains alive, sending out new stems in successive years.

At the mill, the juice is squeezed out of the stalks, washed, cleaned, and boiled until it thickens. The thick molasses is gathered off, and the brown crystals which are left after drying are the raw sugar. The dried stalks (begasse) are used for fuel and for manufacturing wallboard.

SUGAR CANE PLANT



There are many sugar plantations on the islands, and each is a little community in itself. People of many nationalities have migrated to Hawaii to work on these plantations, and the islands have gained different cultures and customs because of this.

Sugar brings more than $100,000,000 a year into the State of Hawaii. One of every 9 cups of sugar used in the United States comes from our newest state. Raw sugar is shipped to the mainland to be refined, but much work is done in Hawaii before the sugar is ready to be refined, and this work is highly mechanized. Machines cut the stalks into one- to three-foot lengths, and a tractor plants them. Much water traveling through ditches or flumes is used for irrigation. Machines help with the harvesting, and at harvest time a fire is started in the fields to burn off the dried leaves and the tassels. The sugar juices inside the stalks are not harmed by the burning. The stalks are then picked up and dumped into a truck by a special crane claw attached to a steam shovel.

Constant work is being done at the Hawaiian Sugar Planters Association Experiment Station to improve the process of growing and harvesting sugar cane which is now the product of 50 years of research. Sugar cane for breeding new varieties came from India, New Guinea, Louisian, and Barbados.

Worksheets from "Unique Hawaii" Book 1, Gel-Sten, Inc., Box 2248, Palm Springs, California, 92262

QUESTIONS: SUGAR CANE

1. What is sugar cane? _____

2. Why is Hawaii a good place for the growing of sugar cane?
_____
_____

3. What is a node, and why is it important to the growers of sugar? _____
_____

4. Describe a sugar cane plant. _____
_____

5. How long must sugar cane grow before it can be harvested?
_____

6. How is sugar cane harvested? _____
_____

7. How is sugar processed? _____
_____

8. Where is most Hawaiian sugar refined? _____

Enrichment Projects:

1. Ask the produce manager at your supermarket to order some sugar cane for you and share it with the class.

2. Do further reading and make a model of a sugar plantation.

LESSON 7: PINEAPPLE

You have eaten pineapple. Have you tried it when it was fresh? _____
When it comes in cans, there are chunks, slices, tidbits, crushed pineapple, or pineapple juice. Have you tried all of these kinds? They are all delicious. _____
In Hawaii, you can drink fresh pineapple juice. It is extra good.

Pineapple was discovered by Christopher Columbus in the West Indies. It originally came from somewhere in tropical America, perhaps Brazil, and traders carried it to many parts of the world, and finally to Hawaii where it is at its best. At first, pineapples grew in Kona, and they were small and sour. Later, smooth Cayenne pineapples were brought in from Jamaica, and as production and canning methods improved, pineapple became, next to sugar, the most important product of the islands.

You have learned that pineapple grows on several of the islands. Most of the canning is done in Honolulu by the Hawaiian Pineapple Company. The people who work in the cannery live in Honolulu. The plantation workers live in communities handy to the fields.

As much as possible of the work is mechanized, but since only ripe fruit is picked for canning, the ripe fruit has to be selected by field workers who also pick it. Each piece of fruit is then placed on a conveyor belt which carries it to the mechanical harvester. The pickers wear gloves and glasses in order to protect themselves from the sharp spines of the pineapple plants.

Pineapple is grown from slips near the base of the fruit, from suckers lower down on the stem, or from the crown on the top of the pineapple. It is not grown from seeds because few cultivated pineapples have seeds.

Before planting the slips or suckers, the ground is carefully prepared for the growing of pineapples by plowing, harrowing, fertilizing, and fumigating to kill worms. The planting is done in the spring, and the fruit takes 22 to 24 months to mature. Before the slips or suckers are put into the ground, long sheets of mulch paper are laid across the field in rows. This paper helps prevent weeds and conserves moisture and fertilizer. It also helps increase the temperature of the soil. The planter pokes holes through the paper, and sets in the slips or suckers.

While the plants are growing, they have to be cultivated, weeded, and sprayed. Mechanical cultivators are used. Irrigation and rainfall supply the water. Pineapple does not require as much warmth and moisture as sugar cane, and can be grown on higher elevations not suitable for sugar cane.

In the cannery, mechanical devices help but girls wearing rubber gloves and spotless caps and aprons inspect the fruit and trim it if the machines have not done all that is necessary. The fruit is washed, cut, placed in the cans, and sealed. Then the fruit is cooked in the cans, cooled by water sprays, and the cans are labeled. The pineapple is ready for the market.

On the back of this page, explain why pineapple does not compete for land space with sugar cane. Then, write a story entitled, "Pineapple, from Hawaii to Me."

PLANTING PINEAPPLE SLIPS

Worksheets from "Unique Hawaii" Book II, Gel-Sten, Inc., Box 2248, Palm Springs, California, 92262.

QUESTIONS: PINEAPPLE

1. How did pineapple first get to Hawaii? _____

   _____

   Where did they come from? _____

2. Describe the first pineapples grown in Hawaii. _____

   _____

   _____

3. Where and by whom is most of the pineapple processing done?

   _____

4. Why must pineapple still be picked by hand? _____

   _____

5. Why must pineapple pickers wear heavy clothing even in Hawaii's warm climate? _____

   _____

6. How is pineapple planted? (2 answers) _____

   _____

7. How long does it take to grow pineapple? _____

8. Why are strips of paper laid across the fields in rows?

   _____

9. Explain the eight steps involved in processing pineapple once it reaches the factory. _____

   _____

   _____

   _____

   _____

Enrichment Projects:

1. Display pineapple in as many forms as possible. Later share it with the class. (If you ask ahead of time, produce managers at supermarkets can usually get fresh pineapple for you.)
2. Do further reading and make a model of a pineapple plantation.
3. Make a report on the Dole Family.

LESSON 8: THE PEOPLE; WAY OF LIFE AND CUSTOMS

The people of Hawaii are proud that their state is a melting pot of people with many different backgrounds. Many are mixtures of several different nationalities. The descendents of the Polynesians who first settled in the Hawaiian Islands are called "Hawaiians." They have bronze-colored skin, large dark eyes, and dark brown or black hair. Only about 15 of every 100 are true Hawaiians. The majority of the people are Caucasian (white) or Japanese, with some Filipino and Chinese.

Catholics form the largest religious group in Hawaii, followed by Shintoists, Buddhists, and Mormans. Early Hawaiian religions included human sacrifice and worship of idols. Priests called kahunas made laws called kapus. Many priests made so many kapus that life was sometimes hard. American missionaries converted most Hawaiians to Christianity in the 1820's.

Menehunes are mythological "Little People" that folklore tells us do good deeds during the night by completing tasks for the unfortunate and "Hawaiian-at-heart." The islands are rich in folklore of such a happy nature.

Dancing is the most famous art of the islands. Hula is the Hawaiian word for dance. Hula dancers sway their hips in time to the music and use their arms and hands to tell stories of Hawaii.

Twangy Hawaiian music features the ukulele and the Hawaiian steel guitar. Ukulele means "leaping flea." The instrument was brought to the islands by Portuguese laborers. The steel guitar was invented by a Hawaiian musician.

The people of Hawaii wear a great deal of loose, brightly colored clothing. Some are based on clothing worn by early Hawaiians. The muumuu is a loose floor-length dress introduced in Hawaii by early missionaries who objected to the short skirts that were the only clothing worn by Hawaiian women. It became popular throughout the U.S. during the 1950's. A holomuu is fitted instead of loose. When it is worn on formal occasions with a train it is called a holoku.

Another Hawaiian fashion that has become widespread is the Aloha shirt which is brightly colored and has a tropical or oriental design.

Islanders often wear leis on festive occasions. A lei is a wreath usually made of flowers. Some, however, are made of coral, feathers, nuts, seeds, shells, or pieces of ivory. They are usually worn as necklaces, but may be wrapped around the head or worn as hatbands. Favorite flowers for leis include orchids, carnations, plumeria, jasmine, tuberoses, and white and yellow ginger.

Food - Rice and fresh fruit such as bananas and papayas are basic parts of the islanders diet, although they do enjoy American, European, and Oriental foods.

Poi is a starchy food made by pounding the cooked root of the taro plant until it becomes a paste. It is eaten by scooping it out of a bowl with the fingers. Islanders also enjoy laulau, a package of spinach-like chopped taro leaf, fish, pork, and sometimes chicken, wrapped in ti plant leaves and steamed.

A luau is a popular tourist attraction which features a kalua pig - a whole young pig wrapped in leaves and roasted in a pit called an imu. Dancing and singing also accompany this feast. A community fishing party called a hukilau provides food and fun. Men, women, and children help spread a big net and share the catch.

Because of the geographic location, many favorite leisure time activities involve the ocean. Hawaii is known as the home of surfing. Outrigger canoes, although they were an important means of transportation at one time, are now used mainly for sport.

Many types of sport fishing are popular, with nets, spears, traps, and poles being used. Chairs are sometimes erected on permanent stilts to keep fishermen above the tide. From these chairs they use bread or squid to fish for mullet, which is hard to catch and considered a delicacy. Night fishing is also popular. Surfcasting is done at night with poles and bells. Torch fishing is done by walking in water near the shore carrying lighted torches and looking through a glass-bottomed box. Papio and other small fish are caught this way.

Because of the wide variety of backgrounds of the people of Hawaii, there are many celebrations and holidays. Boat Day is a happy time when the people gather below Aloha Tower to greet incoming ships. On June 11th Kamehameha I is honored. There is a parade, sports, and music, and Kamehameha's statue is draped with long leis. May Day is Lei Day, and there are festivals and lei-making contests. Aloha Week is celebrated on all islands with parades, sports, and luaus. Many people wear traditional Hawaiian clothing for work and play during this time.

QUESTIONS: THE PEOPLE

1. What do we mean when we say Hawaii is a "melting pot of people?" _____

2. Who are the true "Hawaiians" today? _____

3. Describe early Hawaiian religions. _____

4. What are "menehunes?" _____

5. What does "hula" mean? _____

6. Describe Hawaiian clothing. _____

7. What is a "lei," and what might it be made of? _____

8. What is "poi?" _____

9. What is a "luau?" _____

10. What is a "hukilau?" _____

11. Describe <u>two</u> types of sport fishing. _____

12. What water sport is Hawaii the home of? _____

13. What is Boat Day? _____

_____

14. Who is honored on June 11th? _____

15. What goes on during Aloha Week? _____

_____

Enrichment Projects:

1. Make a lei.
2. Make a grass skirt of frayed rope or paper.
3. Plan a luau for the class.
4. Make a report on the Buddhist or Shintoist religion.
5. Write a story about menehunes.
6. Find out as much as you can about the hula and give a class demonstration.
7. Make drawings of Hawaiian clothing, people, scenes from Hawaiian life, etc.
8. Read a book about Hawaiians and give an oral or written report.
9. Make a model of an outrigger canoe.
10. Read the legend of the "Feast of Pi." Complete the worksheet.

THE FEAST OF PI

Ola, the chief, wanted to turn some of the water of the Waimea River so that it could flood the land. "Let us dam the river," he told his men, "and build a wall to lead the water to the taro patches."

The work was hard. Day after day the men were up at dawn carrying stones, chipping them and fitting them into the wall. They worked willingly, for this taro patch would give food to all the village. Moreover, Ola paid the workers well. Each evening the men took home fish, vegetable food, or kapa for their families.

But one man did little work. That was Pi. Pi was kind and jolly, but lazy. He liked to spend his nights in feasting and his days in sleep. Since he did little work on the chief's wall, he received little pay.

"Mother," said Pi's children, "all the other boys and girls have fish tonight. Give us our share." But Pi was sleeping and had brought no fish.

Another day the children said, "Our kapa clothes are ragged. Why can't each of us have a new pa-'u or malo as the other children have?" But mother had no kapa for them.

"Oh Pi," she scolded, "why don't you do some work? Your children are hungry. They go with ragged clothes, and cry for food. Other men work on the wall and bring home food and kapa while you sleep. Oh, Pi, work that your children may have life."

Pi looked at his little ones with their tear-stained faces. "Yes, I shall get you food," he said. "My children shall have all that others have." But work in the hot sun, day after day, did not appeal to Pi. He wanted to do some great thing and earn a large reward. He made a plan.

Next morning Pi went to his upland taro patch at dawn. He dug all his taro, heated the imu, and left the taro to steam. He was hot and tired but did not stop to rest. He took the mountain trail and, deep within the forest, found a menehune guard. "Tonight a feast will be made ready," he told the guard, "a feast for all the menehunes. You will find it beside the wall the chief is having built."

The sleepy guard knew that Pi was asking for help. "We will come," he promised.

Pi gathered a backload of ti leaves and cut a small kukui tree which he dragged down. He opened his imu, peeled the taro, and pounded poi. His arms and back were aching, but he worked till the taro was all pounded. Then he made the poi into small bundles and wrapped each one in a bit of ti leaf. These he tied firmly to the branches of the kukui tree. Evening had come, and the workmen had gone home. No one saw Pi plant his kukui tree beside the wall. He stood a moment admiring it in the moonlight. It seemed to be full of nuts, but each nut was a delicious bundle of poi.

Pi heard a humming on the trail above. The menehune were coming, and he must hurry, for his feast was only half prepared. While Pi was catching shrimps, the menehune were at work. Stones were passed from hand to hand all the way from the mountain quarry, while others of the little men chipped the stones that each might fit its place. Meanwhile, skillful workers built the dam and the long wall which was to lead the water to the taro land.

Before the faint streak of dawn, this great work was finished. Pi's work was finished, too, and from the shadows he watched his little friends enjoying poi and shrimps...all the poi and shrimps they could eat. Then he heard the happy hum of their voices as they hurried back to the forest. Just before daylight, Pi went home to sleep.

The chief and his men came to work and stood staring in surprise. "Finished!" they cried. Already water was flowing from the river and soaking the taro lands. The men examined the dam, they touched the wall of the water course, and wondered at the careful chipping and fitting of the stones. At last they turned to Ola. "Menehune!" they said. "In one night the menehunes have finished this great work, O heavenly one."

"Yes," Ola answered, "but why did they come? I do not know the menehunes. Why should they work for me?"

The men looked at each other wondering. Suddenly someone shouted, "Pi! He has made friends with the menehunes."

"Go," Ola told a servant, "and ask Pi. If this work was done at his request, Pi shall be rewarded."

The servant found Pi sleeping, but awakened him. "Yes," Pi answered sleepily, "I saw how hard the chief's men worked and asked the menehunes to come down. I made a feast for them."

That night Pi's children had new kapa, good fish, and other food.

A section of the menehune wall may be seen today near the Waimea River. Men still wonder at the rocks well chipped with tools of stone and fitted together in a single night.

QUESTIONS

1. What do you specially like about this old Hawaiian legend?

_____

_____

2. Is this story like any other you have heard? If so, which one?

_____

_____

3. Now that you have studied about Hawaii, you can select some words from this story that make it typically Hawaiian. List these words, and explain their meaning:

_____

_____

_____

MENEHUNES AND THE MENEHUNE FISHPOND

MENEHUNES

MENEHUNES.

(MEH·NEH·HOO·NEH)

LEGENDARY LITTLE PEOPLE

YOU WRITE

ENGLISH

HAWAIIAN

● NO "S" IN HAWAIIAN

DRAW YOUR IDEA OF A MENEHUNE

THE LEGEND OF PELE

One Hawaiian Legend tells of the goddess of fire and warmth, named Pele, who came to Hawaii long ago. She built herself a home on Niihau, the island farthest north and west. The volcano that is there today, people say is the home Pele built.

She soon grew restless, however, and moved to the next island south. She built another volcano home here, but soon grew tired of it.

People say Pele kept moving southward, leaving her volcano homes on each island.

Finally Pele reached the big island of Hawaii. There she built two huge homes, the volcanoes Mauna Kea and Mauna Loa, and a smaller one, Kiluea. Mauna Loa and Kiluea still erupt sometimes and many people say this means Pele is still about. Each time smoke and flames burst from a volcano's crater you hear people say, "Pele is huhu again." Huhu is the Hawaiian word for angry. They say Pele is a very old woman now and often very cross, but they like her just the same. The Hawaiians think no one can put on as fine a show as Pele when she is angry and makes her huhu.

PELE

PELE

(PAY-LAY)

FIRE GODDESS

YOU WRITE

_____

ENGLISH

_____

HAWAIIAN

DRAW YOUR IDEA OF PELE

LESSON 9: LANGUAGE

Most Hawaiians today read and write English with soft, musical Hawaiian words frequently mixed in. Most places have Hawaiian names, however, and there are several foreign newspapers published due to Hawaii's melting pot of races.

The early Hawaiians could not read or write, but chanted as they worked. Generations of official chanters preserved chants, prayers and stories of the lives of the people and their surroundings. The missionaries learned the Hawaiian language and then wrote it for the people.

The Hawaiian alphabet has only twelve letters: A, E, H, I, K, L, M, N, O, P, U, and W. Every word or syllable ends with a vowel and no two consonants ever occur without a vowel between. In most words, the next to the last syllable is accented. The main vowel sounds are: a as in father; e as "a" in gate; i as "e" in see; o as in no; u as "oo" in moon; ai and ae as "ai" in aisle; w and au as "ow" in cow; and ei as "ay" in day.

Exercise:

Duplicate the story and give to students along with a copy of the Hawaiian words to complete.

Enrichment Project:

Write a short story, poem, letter, etc. using as many Hawaiian words as possible. Read it to the class and see if they can tell you what you've written about.

COMMON HAWAIIAN WORDS

ae (eye) - yes
ai (Ah ee) - eat
aina - land, earth
akamai - smart
ala (Ah lah) - path/road
aloha (ah Loh ha) - love, greetings, welcome, farewell
aole (ah Oh lay) - no
auwe - alas! ouch!
hale (Hah lay) - house
hana (Hah nah) - work
haole (How lay) - foreigner (usually Caucasian)
heiau (Hay ow) - pre Christian place of worship
hele mai (Hay lay My) - come here
hiamoe (Hee ah Moy) - sleep
ho'olaule'a - celebration
hoomalimale (Ho oh Mah la Mah lee) - flattery
huhu (hu Hoo) - angry
hula (Hoo lah) - dance
iki - small, little
kai (Kah ee) - the sea
kala - money
kamaaina (HAH meh AI nah) - "child of the land," old timer, longtime resident of Hawaii
kanaka - person, man
kane (HAH neh) - man
kapu (KAH poo) - forbidden
kaukau (KOW kow) - food
keiki (KAY kee) - child
ko (koh) - sugar cane
kokua (koh KOO uh) - help, cooperation
lanai - porch
lani (LAH nee) - sky, heavenly
lei (lay) - wreath, garland

luau (loo AH oo) - a feast
mahalo (mah HAH loh) thanks
mahimahi (MAH hee MAH hee) - a delicious fish
maikai (MYE kah ee) - good, handsome, useful
make - dead
malihini (MAY lee HEE nee) - newcomer
manu (MAH noo) - bird
manuahi - free
mauka (MAH oo kah) - toward the mountains
mauna (MOU nah) - mountain
mele (MEH lay) - song or chant
moana (moh AH nah) ocean
momona - fat
moopuna (Mah oh Poonah) - grandchild
nani (NAH nee) - beautiful
nui (NOO ee) - great, large
oe (OH ee) - you
ohana (oh HAH nah) - family
ono - delicious, tasty
opu - belly, stomach
pali (PAH lee) - cliff
paniolo - cowboy
pau (POW) - finished, done
pehea oe (pay HAY ah OY) - How are you?
pilikia (PEE lee KEE ah) - trouble
pohaku - rock or stone
poi (POH ee) - a food made of taro
popoki - cat
pua (POO ah) - flower
puka (POO kah) - hole
punee (poo NAH) - couch
pupule (poo POO lay) - crazy
putu - grandmother
wahine (wah HEE nay) - woman
wai (WAH ee) - fresh water
wikiwiki (WEE kee WEE kee) - to hurry

The story that follows is an old Hawaiian tale. Many Hawaiian words are used in the story. When you come to one of these underlined words, look it up on the Common Hawaiian Words sheets. In the space after the underlined word, write its English meaning. Context clues in the neighboring words and sentences will tell you if the meaning you wrote for the Hawaiian word makes sense in the story.

PU-NIA AND THE KING OF THE SHARKS

1. Pu-nia was only a keiki _____, but he was akamai _____. The time came when he made up his mind that he would find a way to fool Kai-ale-ale, the King of the Sharks. All day he sat on the lanai _____ of his mother's hale _____ and tried to think of a plan.

2. Pu-nia's father was make _____. There was no one to catch fish for Pu-nia and his mother. Pu-nia knew that there was a cave full of lobsters at the foot of a nearby pali _____; but the cave was guarded day and night by the King of the Sharks and ten other sharks in his pack. If Pu-nia could outsmart the sharks, he and his mother would have a maika'i _____ lobster lu'au _____.

3. Finally Pu-nia thought of a plan. He hurried makai _____ along the ala _____. The sharks were sleeping when he came to the place where the 'aina _____ dropped steeply to the kai _____. When Pu-nia notices that the sharks were waking, he pretended that he thought they were still asleep, and that they would not hear what he said. In a loud voice, he called out, "While Kai-ale-ale is asleep, I will dive down to the moana _____ from that far point over there. Then I will slip quietly into the cave and take two lobsters for my mother and me."

4. When Kai-ale-ale heard the boy, he said to the other sharks, "Listen carefully! When you hear Pu-nia dive into the water, we will all rush to the place where he dives and kill him."

5. "Good!" thought Pu-nia. Then he picked up a pohaku _____ and threw it into the water near the place from which the sharks thought he would dive.

6. Quickly the sharks darted toward that spot. And even more quickly, Pu-nia dived into the water at a different place, swam into the cave, and brought out two lobsters.

7. Kai-ale-ale was huhu _____ when he saw he had been tricked. But Pu-nia said, "'A'ole! Don't blame me! It was one of your own sharks that told me how to do it! It was the first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth shark - the momona _____ shark with the thin tail, that told me how to do it."

8. When he heard that, the King of the Sharks was so angry that he had the tenth shark killed. Now Pu-nia had only Kai-ale-ale and nine other sharks to worry about. Pu-nia went home, very well satisfied, and he and his mother had an 'ono _____ meal.

9. When the lobsters were pau _____, Pu-nia went back to the place that was kapu _____, where the sharks guarded the cave. Again he told the sharks he was going to dive into the water, and again, he threw a rock instead. When the sharks swam to catch him, he dived into a different place, got more lobsters, and climbed to safety once again.

10. Kai-ale-ale was even angrier than before. And again, Pu-nia blamed it on one of the sharks. "It was the first, second, third, fourth, fifth, sixth, seventh, eighth, ninth shark - the shark with the nui _____ 'opu _____, who told me how to do it." And so again, the King of the Sharks had one of his own pack killed, and Pu-nia had only Kai-ale-ale, the King of the Sharks, and eight other sharks to worry about.

11. After that, Pu-nia went back every day. Every day he played the same trick, and every day it worked. At last all of the sharks had been killed except Kai-ale-ale himself, and Pu-nia thought of a new plan to outsmart his enemy. Pu-nia went to the forest, and cut two pieces of wood, each one-yard long. He took them to the same place as before and called out these words: "I must dive into the water for more lobsters. If Kai-ale-ale bites me, I shall not die. But if he takes me into his mouth whole, I shall never get out again."

12. When Pu-nia dived, Kai-ale-ale took the boy into his mouth whole, without hurting him. Then wikiwiki _____, Pu-nia put the two sticks between the jaws of the shark, and Kai-ale-ale could not close his mouth any more. The King of the Sharks was pupule _____ with anger. He swam this way and that way, but nothing gave him kokua _____. He could not shake the sticks from his jaws.

13. "Auwe!" _____ cried Pu-nia. "If Kai-ale-ale spits me out on the sand, I shall be killed for sure. But if he spits me out in the breakers, I shall surely escape."

14. When he heard this, Kai-ale-ale headed straight for the shore and threw himself high on the sand. Out jumped Pu-nia, and shouted, "Hele mai! _____ Kai-ale-ale, The King of the Sharks, has come to visit us."

15. When the people heard this, they came rushing, wikiwiki _____, and killed Kai-ale-ale with their spears. Then there was a great ho'olaule'a _____ with manuahi _____ lobster for all. And the people gave mahalo _____ to Pu-nia. Because of him, the dreaded King of the Sharks, who had given them much pilikia _____ was dead.

ANSWER KEYS

LESSON 1

Page 2: Map Work

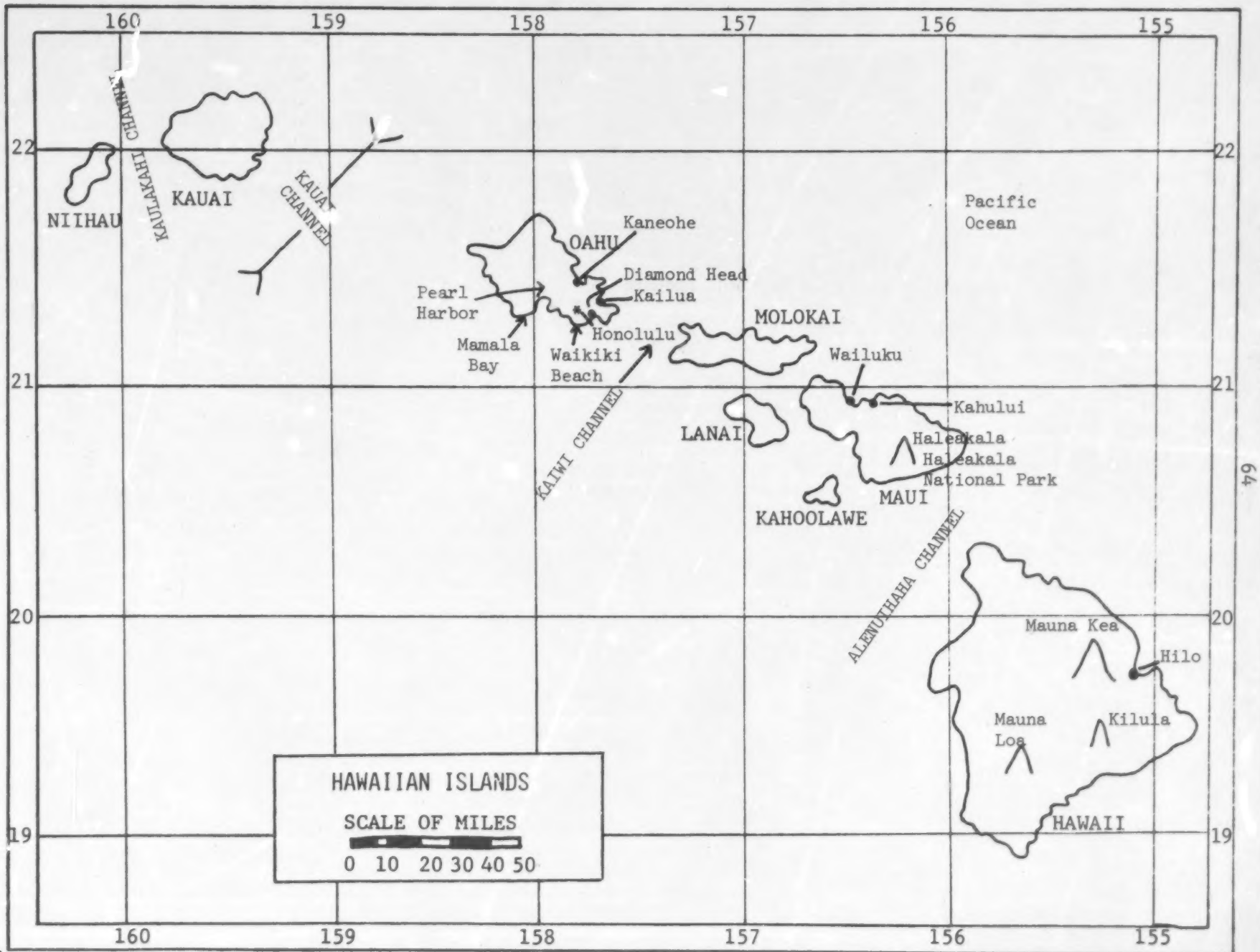
6.
- a. S or SW
- b. S
- c. NW
- d. NE
- e. SE
- f. N

7. Answers are approximate.
- a. 310 mi.
- b. 30 mi.
- c. 140 mi.
- d. 20 mi.
- e. 10 mi.
- f. 2,400 mi.
- g. 4,700 mi.
- h. 4,300 mi.
- i. 30 mi.; 35 mi.
- j. 100 mi.; 70 mi.

8. About 155-160° W longitude; about 19-20° N latitude

Pages 6 & 7: Naming Names and Placing Places

1. Niihau
   Kauai
   Oahu
   Molokai
   Lanai
   Maui
   Hawaii
2. Hawaii
3. Hawaii
4. Oahu
5. Kawaikini


160
159
158
157
156
155
22
21
20
19
NIIHAU
KAULAKAHI CHANNEL
KAUAI
KAUA CHANNEL
OAHU
Kaneohe
Diamond Head
Kailua
Pearl Harbor
Mamala Bay
Waikiki Beach
Honolulu
KAIWI CHANNEL
MOLOKAI
Wailuku
Kahului
LANAI
Haleakala
Haleakala National Park
MAUI
KAHOOLAWE
ALENUIHAHA CHANNEL
Pacific Ocean
Mauna Kea
Hilo
Mauna Loa
Kilula
HAWAII
HAWAIIAN ISLANDS
SCALE OF MILES
0 10 20 30 40 50

74

75

64

LESSON 2

Pages 15, 16 & 17: Questions: History

1. Asia or other Pacific islands; 1000-2000 years
2. It was named for the ancient chief, Hawaii-loa; It is a form of Hawaiki, the legendary homeland.
3. Men wore a narrow strip of cloth around their hips and women wore a wrap around skirt.
4. Wooden framework thatched with grass.
5. Feathers were fastened to a net of woven plant fiber.
6. cloth made from bark
   a root vegetable
   mush made from taro
   cylinder of feathers on a handle of tortoise shell and human bone - symbol of kings
   something bad or off limits
7. nets; nooses; traps; fish hooks and line; fish baskets
8. Ku - god of War
9. Lono
10. Kanaloa
11. boxing; bowling; surfing; wrestling; summer tobogganing
12. Captain James Cook
13. Kamehameha I
14. They had been badly treated by other white people.
15. sandalwood; whale oil
16. When King Kamehameha III divided his land and gave most of it away.
17. 1. Brought them Christianity.
    2. Preserved their native language.
    3. Taught them to read and write English.
    4. Taught them new and better ways of doing things.
18. sugar; pineapple
19. There were not enough Hawaiians to work on the plantations, many Hawaiians would not do plantation work.
20. The legislature elected him.
21. Kalakaua, because he brought back many Hawaiian customs.
22. Queen Liliuokalani; She tried to take more power than the constitution gave her.
23. Judge Sanford Dole
24. 1900

25. Japan bombed Pearl Harbor
26. They questioned the loyalty of some Hawaiians.
27. August 21, 1959

LESSON 3

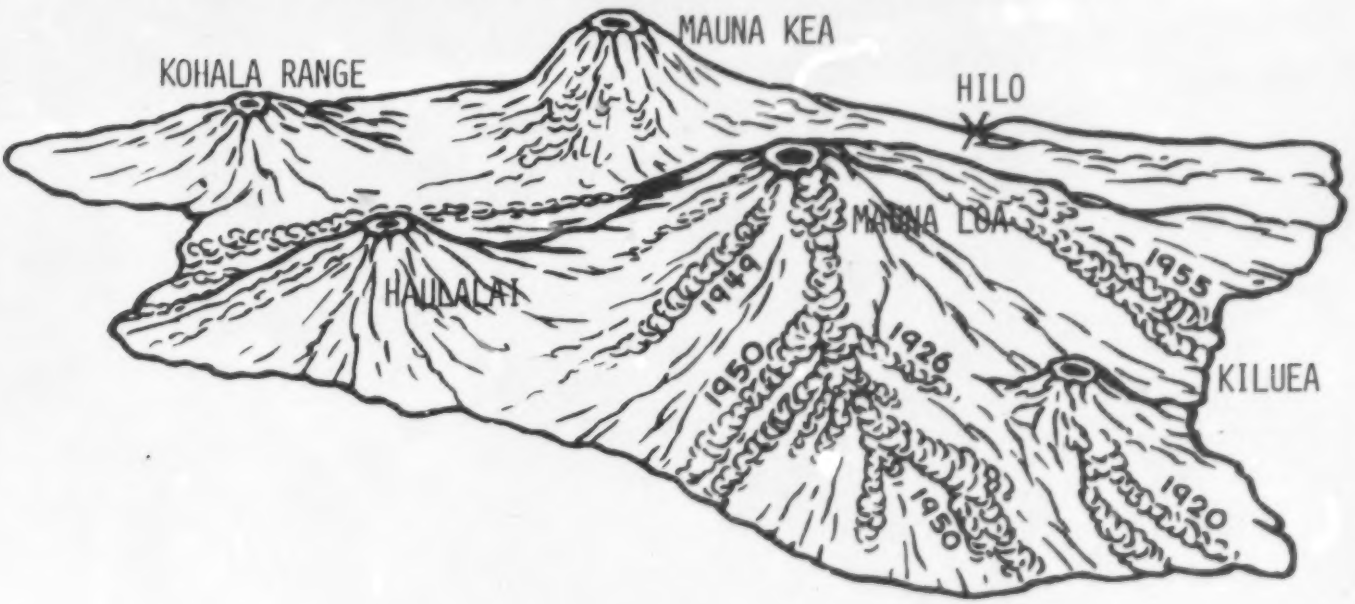
Pages 26 & 27: Questions: Land and Climate

1. It is located in the center of the Pacific Ocean and nearly all planes and ships crossing the ocean must stop here.
2. Underwater volcanoes continued to erupt for hundreds of years with new lava hardening on top of the old until some of the cones reached out of the water.
3. Animals called coral clung to the shoreline and their tiny bodies hardened into ridges called reefs.
4. Sea breezes and the ocean cooled the peaks and crumbled the top layer to a rich soil. Seeds carried by wind, water, and birds began to grow.
5. Kauai; Hawaii
6. Mauna Loa; Kiluea
7. About every 3 years
8. Mauna Kea
9. Haleakala
10. Earthquakes and a strong outward tilting of the rim of a volcano.
11. Aa is loose and rough and grinds as it creeps along; Pahoehoe is smooth and shiny and flows quietly.
12. Pleasantly mild year round with little change in temperature.
13. Frequent rains filter through soil and porous rock to be stored in underground reservoirs.

Page 28:

The map below shows you a picture of the volcanoes and valleys of the Island of Hawaii. Study it carefully. Find Mauna Kea with its taller cone, and Mauna Loa with Kilauea Crater on its east side. Then locate Hualalai in the southwestern part of the island, and the Kohala Range at the extreme northwest. Write the names of these mountains on your map.

Shown on your map, also, is the Great Lava Fissure, together with the lava flows of 1920, 1926, 1949, 1950 and 1955.



What does this map show you about the size of Mauna Loa? _____

It is still growing

What does it show you about the location of Kilauea Crater? _____

It is in the side of Mauna Loa

What does it show you about the height of Mauna Kea? _____

It is the tallest

Locate the city of Hilo on this map.

On the back of this page, explain how scientists know when there will be an eruption of one of these volcanoes. Then, explain what a volcano is, and how it may erupt. Also, explain about a seismograph.

LESSON 4

Pages 32 & 33: Questions: The Islands

1. Hawaii
2. Niihau
3. Kauai
4. Kahoolawe
5. Molokai
6. Lanai
7. Oahu
8. Maui
9. Hawaii
10. Kahoolawe
11. Hawaii, because volcanoes are still building it.
12. Oahu
13. Lanai
14. Niihau
15. Maui
16. Hawaii
17. Kauai
18. Oahu
19. Mrs. Elizabeth Sinclair bought it from Kamehameha V and her descendants still own it.
20. Lanai
21. Molokai
22. Hawaii
23. Hawaii; Maui
24. 8
25. 122
26. Objects made and used by ancient Hawaiians have been found.
27. Midway
28. Coast Guard Navigation Station; National Wildlife Refuge; astronomical station, tower, radar reflector
29. Lanai
30. Hawaii

LESSON 5

Pages 36 & 37: Questions: Economy and Natural Resources

1. 1/6; large corporations
2. sausage tree; eucalyptus; jacaranda; golden shower
3. orchid; poinsettia; gardenia; oleander; anthurium; bougainvillea
4. bat
5. mongoose; spotted deer; mountain goats; wild boar; skunks; lizards; frogs; toads; chickens; cattle; horses; hogs

6. butterflies; moths; bees; wasps; flies; ants; grasshoppers; honeybees
7. Federal and state inspectors examine baggage and mail coming into the state.
8. hibiscus
9. burning for incense; carving
10. titanium oxide used in paint pigments; bauxite used to make aluminum
11. Salaries for U.S. military and civilian personnel.
12. tourist industry
13. sugar cane; pineapple
14. avacado; banana; papya; coconut; quava; mango; fig; breadfruit; pineapple
15. Skipjack (tuna)

LESSON 6

Page 40: Sugar Cane

1. A giant grass
2. It has a warm, moist climate.
3. A joint in the sugar cane stalk. A new plant will grow from each.
4. Its jointed stalk is about 12 feet tall and 1/2-3 inches in diameter. It has a hard, thin skin which is yellow, purple, or striped. The leaves are 3-4 feet long and 2-3 inches wide.
5. 22-24 months
6. The leaves are burned off, the cane is cut at ground level and loaded on trucks to be taken to the factory.
7. Juice is squeezed from the stalks, washed and boiled until thick. Thick molasses are gathered off and dried. The brown crystals are raw sugar.
8. On the mainland

LESSON 7

Page 43: Questions: Pineapple

1. Traders brought it; tropical America (West Indies, Brazil, Jamaica)
2. small and sour
3. Honolulu by the Hawaiian Pineapple Company
4. Only ripe fruit is picked
5. To protect themselves from the plant's sharp spines.
6. slips from base of fruit; suckers lower on stem; crown of fruits
7. 22-24 months
8. To prevent weeds and conserve moisture and fertilizer.
9. 1. ground is prepared; 2. mulch paper is laid in rows; 3. planter pokes holes in paper and puts slips, suckers or crowns in the ground; 4. plants are cultivated, weeded, and sprayed; 5. ripe fruit is picked; 6. first machines, then workers cut and trim fruit; 7. fruit is washed, placed in cans, sealed, and cooked; 8. cans are labeled and marketed.

LESSON 8

Pages 46 & 47: Questions: The People

1. People from many different backgrounds have come to live and work and have "melted" together to all be called Hawaiians.
2. Polynesians
3. Human sacrifice, idol worship, many gods, powerful priests (kahunas), many kapus
4. Mythological little people that do good deeds in the night.
5. dance
6. Loose, brightly colored
7. A wreath usually of flowers but also coral, feathers, nuts, seeds, shells, ivory.
8. Starchy paste made by pounding cooked taro root.
9. A feast featuring roast pig.
10. A community fishing party.

11. Surfcasting is done at night with poles and bells; Torch fishing is done at night by walking near the shore with torches and looking through a glass-bottomed box.
12. surfing
13. When a boat comes into harbor, everyone gathers below Aloha Tower to greet it.
14. Kamehameha I
15. parades, sports, luaus, people wear traditional Hawaiian clothing

LESSON 9

Pages 59-62: Pu-Nia and the King of the Sharks

1. child; smart; porch; house
2. dead; cliff; good; feast
3. toward the sea; road; land; sea; ocean
5. rock
7. angry; fat
8. delicious
9. finished; forbidden
10. big; belly
12. quickly; crazy; help
13. Alas
14. Come here
15. quickly; celebration; free; thanks; trouble

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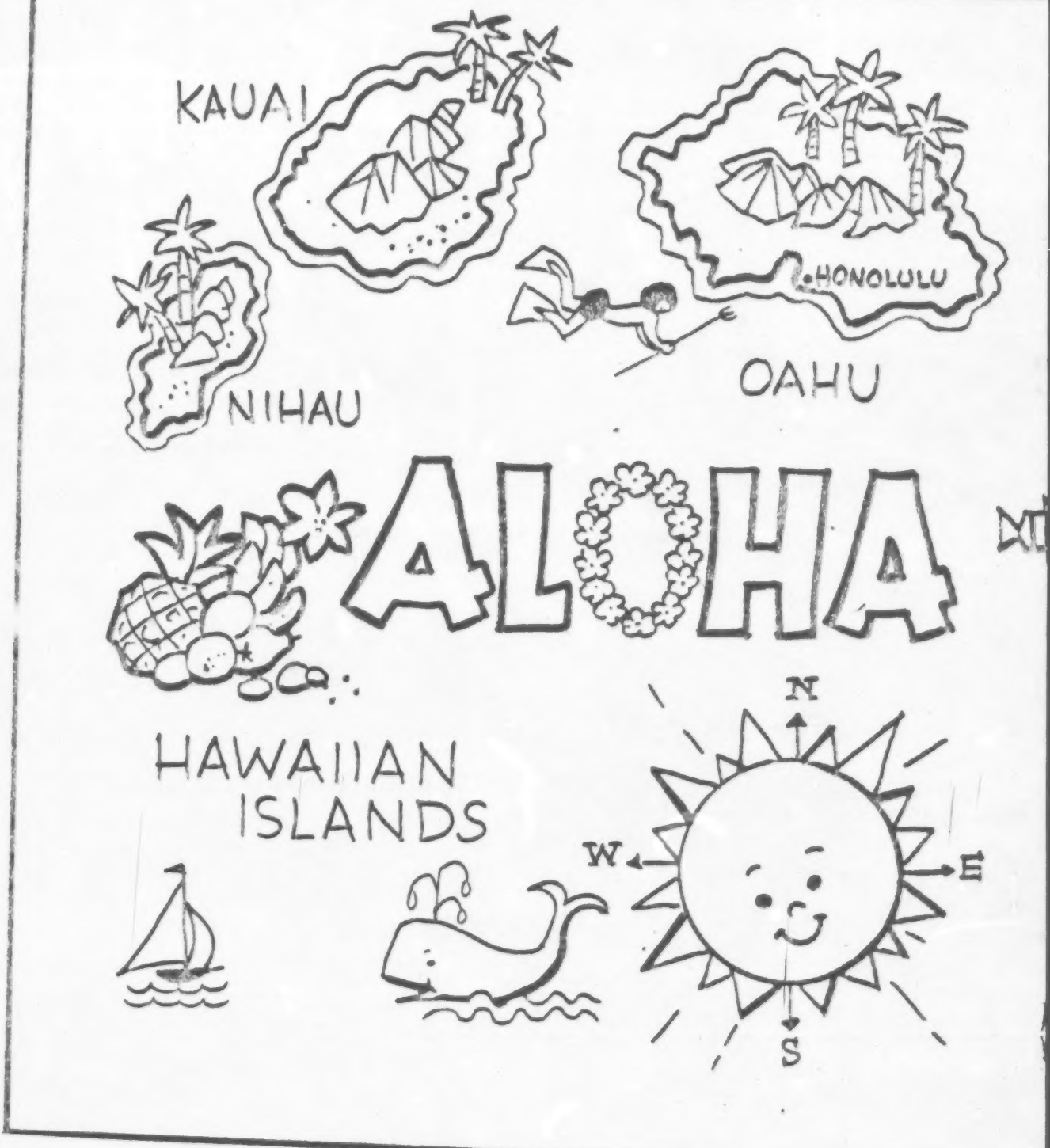
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